By the end of this unit students will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Language | Grammar | Skills | Page |
| 6.1 Sitios históricos y civilizaciones prehispánicas | Understand civilisations that contributed to the cultural heritage of Spain  Discuss the pre-Columbian heritage of Latin America | Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc.  Understand and use efficiently demonstrative and possessive adjectives | Use the Internet to enhance your work | 110 |
| 6.2 Arte e arquitectura | Discuss Spanish and Latin American artists and the role of architecture in Spain | Understand and use efficiently demonstrative and possessive adjectives | Break down comprehension tasks | 114 |
| 6.3 El patrimonio musical y su diversidad | Understand the diversity of Hispanic music and dance | Use imperatives | Recognise irregular endings: nouns ending in -*ma* | 118 |
| Repaso |  | | Tip: Answer comprehension questions | 122 |

Introductory spread

An introductory paragraph presents an overview of the topics in this unit on the cultural heritage of the Hispanic world.

This spread provides students with facts, activities and vocabulary relating to the content of Unit 6.

|  |
| --- |
| 1 ¿Cuántos de estos nombres reconoces? Divídelos en tres grupos: artistas, arquitectos y músicos. |
|  |

Students test their knowledge of Spanish culture. They divide the names 1‒10 into three lists under the headings: artists, architects and musicians.

Answers

|  |  |
| --- | --- |
| Artistas: | 1, 7, 8, 10 |
| Arquitectos: | 2, 6 |
| Músicos: | 3, 4, 5, 9 |

|  |
| --- |
| 2 El artista español Pablo Picasso fue divertido y también muy sabio. En grupo discutid hasta qué punto estáis de acuerdo con los sentimientos de sus palabras de abajo. ¡Hay que defender tus opiniones! |
|  |

Students discuss in a group to what extent they agree with the words of Pablo Picasso (an artist who was both funny and very clever) as they are expressed in the speech bubbles. They must justify their opinions.

Students might be expected to include some of the following comments-

|  |  |  |
| --- | --- | --- |
|  | For | Against |
| Speech bubble 1 Computers | True – they just make us lazy. We don’t have to think any more. | Very useful even if they do just give answers!  Where would we be without internet?  There is artificial intelligence – they are developing computers that can ‘think’ |
| Speech bubble 2 Inspiration | You can’t expect to have good ideas unless you are making the necessary efforts to allow that to happen | Inspiration is inspiration! It just suddenly comes to you out of nowhere! |
| Speech bubble 3 I do not seek … | The best things happen when you least expect them. | If you don’t look, you won’t find. |

¿Lo sabías?

Students read the fact file on various aspects and examples of cultural history relating to Spain and Latin America and its contemporary expressions. This provides them with initial content for topics that will be explored in more detail.

|  |
| --- |
| 3 Lee la información en ¿Lo sabías? y decide si las frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Students read the information in the *¿Lo sabías?* box and then decide whether the statements 1‒7 are true (V), false (F) or not mentioned (N).

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 N (he was born in Medellín, Extremadura) | 3 N | 4 V | 5 V | 6 V | 7 V |

|  |
| --- |
| 4 Con un(a) compañero/a o en grupo, analiza las tres viviendas españolas que se ven en las fotos. |

Students look at the photos of three different types of Spanish housing. In pairs or in a group they analyse what the photos tell them: about the architecture; the date; the advantages/disadvantages of each type of housing; who would buy such a house/flat?

Expected responses might include:

Casa Milá – art nouveau (modernista)

Modern house ‒ not necessarily Spanish in style unlike the other two

Village house –typical of S. Spain, white painted

Casa Milá around 1910

Modern house – recent

Village houses – indeterminate – could be 19th century

Casa Mila – central location; spacious apartments; historic; BUT lots of tourists milling around. No up to date facilities

Modern house: less character and no history but plenty of mod cons.

Village house – small but cosy; difficult car access. No space for modern equipment

A self-marking interactive activity to introduce Unit 6 can be found on Kerboodle: **Unit 6 Introductory activity**.

6.1 A: Sitios históricos y civilizaciones prehispánicas

|  |  |
| --- | --- |
| Spread number | 6.1 A (pages 110‒111) |
| Language covered | Describing and discussing civilisations that contributed to the cultural heritage of Spain  Discussing the pre-Columbian heritage of Latin America |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Sitios históricos y civilizaciones prehispánicas |
| Skill | Using the Internet to enhance your work |
| Vocabulary | Page 126 |
| Audio files and transcripts | 6.1A Student Book audio: activity 4  6.1A Student Book transcript: activity 4  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.1A Strategy worksheet: Using the Internet to enhance your work  Unit 6 Worksheet answers |

|  |
| --- |
| 1a Lee el texto y busca el español. |

Reading and vocabulary activity. Students read the text on historic sites of architectural interest. They match the English words 1‒6 with a Spanish word in the text.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 riqueza | 2 paraíso | 3 reúnen | 4 edificios | 5 impresionantes | 6 habitantes |

|  |
| --- |
| 1b Traduce el texto al inglés. |

Translation activity. Students translate the text into English.

Suggested answer

Throughout the Hispanic world, we can find sites of historical and touristic interest that remind us of the architectural and cultural wealth of our past. Spain, for example, is considered by many experts as the paradise of architecture, as few countries in the world gather together/have so many architectural styles and such beautiful buildings.

On the other side of the Atlantic, there is also a huge number/quantity of impressive monuments and historical buildings in each Spanish-speaking country, as well as all the archaeological ruins left by the inhabitants of pre-Columbus America.

|  |
| --- |
| 2 Desarrolla tu conocimiento del vocabulario para este tema. Empareja las siguientes palabras. |

Vocabulary activity. Students match the Spanish words 1‒10 with their English equivalents a‒j.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 d | 2 h | 3 c | 4 b | 5 e | 6 f | 7 i | 8 j | 9 a | 10 g |

|  |
| --- |
| 3 Lee las frases y apunta V (Verdadero) o F (Falso). Luego corrige las frases falsas utilizando Internet si lo necesitas. |

Reading activity. Students read the statements 1‒6 and decide whether they are true (V) or false (F). Then they correct the false statements.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 V | 3 F | 4 F | | 5 V | 6 V |
| Corrections required: | | | | 3 México → Guatemala | | 4 Tigres → Leones |

|  |
| --- |
| Using the Internet to enhance your work |
| Take students through the advice here on how to improve their knowledge of a topic using the Internet and how to use and acknowledge sources.  They have an opportunity to practice these skills in Activity 3 and also for the free writing task in Activity 6.  An accompanying worksheet can be found on Kerboodle: **6.1A Strategy worksheet: Using the Internet to enhance your work**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4a Escucha este informe sobre dos sitios históricos de Sevilla: la Torre del Oro y la Giralda. Selecciona las cuatro frases correctas según lo que has oído. |

Listening activity. Students listen to the report on two historic sights in Seville. From eight statements they choose the four that are correct according to the report. A transcript of the report is available on Kerboodle in the folder for 6.1.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | 4 | 6 | 8 |

|  |
| --- |
| 4b Escucha otra vez. Empareja cada número con su definición. |

Listening activity. Students listen again and match each number (1‒5) with its definition (a‒e).

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 d | 2 c | 3 e | 4 b | 5 a |

|  |
| --- |
| 5 Lee el texto “La huella romana en España”. Escribe un resumen de 70 palabras. |

Reading and writing activity. Students read the text on the Roman mark left in Spain. There is a vocabulary box to help with new terminology. They write a summary of 70 words, following the pointers given.

They could mention:

The Romans were on the Iberian peninsula for seven centuries.

They left their mark on the food, language, religión and art of Spain.

The Roman aqueduct (15 kilometers long) in Segovia is still in use.

To protect it, traffic is not allowed to pass under its arches.

The Roman theatre at Mérida is significant both because it is a UNESCO heritage site and because it is home to the International Festival of Classical Theatre.

|  |
| --- |
| **6 Escribe un blog de unas 200 palabras sobre la importancia de los sitios históricos en nuestra sociedad.** |

Writing activity. Students write a blog of about 200 words on the importance of historical sites in our society. This should be their opinions based on examples covered on the page and possibly from extra research online.

They could mention:

Very important to preserve our heritage for future generations. It is part of our history and our make up as a society.

It creates jobs and tourism (visitors to those places) brings money to the economy

Measures/initiatives to protect heritage:

(1) Allowing visits only at certain times; (2) charging a fee and giving out fines when damage occurs; (3) education in schools; (4) awareness campaigns in the media; (5) more conversation at home by parents regarding the importance of keeping/looking after places of local/national historical importance.

6.1 B: Sitios históricos y civilizaciones prehispánicas

|  |  |
| --- | --- |
| Spread number | 6.1 B (pages 112‒113) |
| Language covered | Describing and discussing civilisations that contributed to the cultural heritage of Spain  Discussing the pre-Columbian heritage of Latin America |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Sitios históricos y civilizaciones prehispánicas |
| Grammar | More on the subjunctive |
| Vocabulary | Page 126 |
| Audio files and transcripts | 6.1B Student Book audio: activity 3  6.1B Student Book transcript: activity 3  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.1B Reading activity: La conquista de los incas  6.1B Listening and translation worksheet.  6.1B Listening and translation worksheet audio  6.1B Listening and translation worksheet transcript  6.1B Grammar worksheet: More on the subjunctive  6.1B Grammar activity: More on the subjunctive  6.1B Reading and writing worksheet  Unit 6 Worksheet answers |

|  |
| --- |
| 1 Lee el siguiente extracto en voz alta con un(a) compañero/a. Discutid en inglés lo que quiere decir. |

Reading and speaking activity. Students read the article about ‘pre-hispanic’ civilisations and discuss in English what it means.

Several points in English should be part of the discussion on this text:

‘América pre-colombina’ is a term used to refer to America before the arrival of Christopher Columbus in 1492. In Spanish, the term that is more used is ‘América pre-hispánica’.

Before the Europeans arrived, there were hundreds of cultures and civilisations across America, but the most well-known were the Inca civilisation in South America and the Maya and Aztec civilizations in Central America.

All these civilisations had complex social and political systems as wells as interesting manifestations of religion and art.

|  |
| --- |
| 1b Utiliza Internet para investigar las características claves de la civilización Inca, de la civilización maya, y la civilización Azteca. Toma notas y discute con un(a) compañero/a las diferencias que encuentras entre ellas. |

Research activity. Students use the Internet to research the key characteristics of the Inca, Maya and Aztec civilisations. They take notes and discuss with a companion the differences they find between the three civilisations.

From research, students are likely to mention in their discussion various points out of the following:

The Maya civilisation was a Mesoamerican civilisation developed by the Maya peoples, and noted for its hieroglyphic script — the only known fully developed writing system of the pre-Columbian Americas ‒ as well as for its art, architecture, mathematics and astronomical system. The Maya civilisation developed in an area that goes from southeastern Mexico, through all of Guatemala and Belize, to the western portions of Honduras and El Salvador.

The Aztecs arrived in Mesoamerica around the beginning of the 13th century. From their capital city, Tenochtitlan, the Aztecs emerged as the dominant force in central Mexico, developing a complex social, political, religious and commercial organisation that brought many of the region’s city-states under their control by the 15th century. An invasion led by the Spanish conquistador Hernan Cortes overthrew the Aztecs by force and captured Tenochtitlan in 1521, bringing an end to the Aztec civilisation.

The Inca civilisation developed in ancient Peru between c. 1400 and 1533 CE, and their empire eventually extended across western South America from Quito in the north to Santiago in the south. It became the largest empire seen in the Americas. The Incas became known for their unique art and architecture, as they built imposing buildings wherever they conquered.

|  |
| --- |
| 2 Completa el texto sobre Copán, en Honduras, escogiendo la palabra más apropiada de la lista. |

Reading activity. Students complete the text on Copán by filling the gaps 1‒8 with the most appropriate word from the list in the box.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 kilómetros | 2 bellos | 3 fundado | 4 científico | 5 monumento | 6 altar | 7 talladas | 8 zona |



An accompanying self-marking interactive activity can be found on Kerboodle: **6.1B Reading activity: La conquista de los incas**.

|  |
| --- |
| 3 Escucha este reportaje sobre una visita a Machu Picchu. Luego, contesta las preguntas. |

Listening activity. Students listen to the report about a visit to Machu Picchu. Then they answer the questions. A transcript of the recording can be found on Kerboodle in the folder for 6.1.

Suggested answers

|  |  |
| --- | --- |
| 1 | Hace dos años. |
| 2 | Uno de los lugares más espectaculares y bellos del planeta. |
| 3 | Un antiguo poblado inca. |
| 4 | Machu Picchu fue declarada una de las Nuevas Siete Maravillas del Mundo. |
| 5 | Andando o por carretera. |
| 6 | Dos de los siguientes: La ciudad más grande cerca de Machu Picchu OR Fue la capital del imperio inca (antes de la llegada de los españoles) OR Hoy en día residen/viven en la ciudad más de 400.000 habitantes. |
| 7 | Quieren proteger el lugar del medioambiental que pueden causar los turistas que lo visitan. |
| 8 | Inolvidable. |

An accompanying worksheet can be found on Kerboodle: **6.1B Listening and translation worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| More on the subjunctive |
| Take students through the grammar box on the use of the subjunctive after verbs expressing surprise, doubt, wish, command etc. and the sequence of tenses.  Further details with examples can be found in the ‘Grammar’ section of the Student Book (pages 155‒157), including details of the form of the subjunctive in all its tenses.  Activities 4a and 4b on this spread provide practice in recognising and translating the subjunctive.  For further practice, a worksheet and two self-marking interactive activities are provided on Kerboodle: **6.1B Grammar worksheet: More on the subjunctive** and **6.1B Grammar activity: More on the subjunctive**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4a Todas estas frases tienen un verbo en subjuntivo. Tradúcelas al inglés. |

Translation activity. Students translate the sentences 1‒6, which each contain a verb in the subjunctive, into English.

Suggested answers

|  |  |
| --- | --- |
| 1 | It is important that the authorities ban traffic near historical sites. |
| 2 | I/He/She doubted that you would have found the mosque interesting. |
| 3 | I am surprised these archaeological ruins are not protected. |
| 4 | My parents want me to go to the Roman Theatre when I visit Merida. |
| 5 | He/she doesn’t think that the Arabs have left such an important footprint/mark in Spain. |
| 6 | Centuries ago it was normal for travellers to visit that palace. |

|  |
| --- |
| 4b Traduce al español. ¡Cuidado! Todas las frases necesitan el subjuntivo. |

Translation activity. Students translate sentences 1‒5 into Spanish. Advise them that each sentence will require a verb in the subjunctive.

Suggested answers

|  |  |  |
| --- | --- | --- |
| 1 | | Es increíble que hayan construido una ciudad en las montañas. |
| 2 | | Me sorprende que la mezquita sea parte de la visita. |
| 3 | | No creo que los jóvenes comprendan/entiendan la enorme importancia de las civilizaciones prehispánicas. |
| 4 | | Me gustaría que tuvieras la experiencia de unas vacaciones en Méjico. |
| 5 | | Era posible que no aceptaran los nuevos cambios. |
| 5 Discute con un(a) compañero/a las siguientes preguntas. | | |

Speaking activity. Students answer the questions, which relate to the photos on page 112 of historical monuments. There is a ‘Key expressions’ box which provides vocabulary to aid fluency.

Students are likely to include in their discussion the fact that:

They would like to visit some of these monuments/sights or all of them

The type of architecture preferred will depend on each student

It is essential to preserve these monuments or sights for future generations as it is part of a country’s historical and artistic heritage

In addition, it is very important to learn about them in our schools as they are part of our World Heritage

To preserve them we can raise awareness about their existence and importance. Educate people, especially young people about them. Apply strict laws/guidelines for the visitors and those who work in them.

An accompanying worksheet can be found on Kerboodle: **6.1B Reading and writing worksheet**. Answers to worksheets can be found in the Teacher Support folder.

6.2 A: Arte y arquitectura

|  |  |
| --- | --- |
| Spread number | 6.2 A (pages 114‒115) |
| Language covered | Discussing Spanish and Latin American artists and the role of architecture in Spain |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Arte y arquitectura |
| Grammar | Demonstrative adjectives |
| Skill | Breaking down comprehension tasks |
| Vocabulary | Page 126 |
| Audio files and transcripts | 6.2A Student Book audio: activity 4  6.2A Student Book transcript: activity 4  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.2A Strategy worksheet: Breaking down comprehension tasks  6.2A Reading activity: El Greco  6.2A Grammar worksheet: Demonstrative adjectives and pronouns  6.2A Grammar activity: Demonstrative adjectives and pronouns  6.2A Listening and translation worksheet  6.2A Listening and translation worksheet audio  6.2A Listening and translation worksheet transcript  Unit 6 Worksheet answers |

|  |
| --- |
| 1 En grupo o con un(a) compañero/a, discute las preguntas. Justifica tus opiniones. |

Speaking activity. In a group or in pairs, students answer the questions about the painting *Las Meninas* by Diego Velázquez. They should justify their opinions.

What comes out of this discussion will be personal and will depend on the breadth of experience of the students.

They could say:

I do not like modern art because it looks as if children could do it. / I like modern paintings that are very colourful and grab your attention because they make me feel happy.

For me art is not very important because there are other things like … which interest me more. / Yes, for me, art is important. I like to paint and also to look at the works of famous artists.

In my city/town I have visited …/ in London I went to the National Gallery where I saw …/When we were in Madrid I went to the Prado and Reina Sofía. I preferred the Reina Sofía because I prefer modern art.

I prefer impressionism/ modern art / portraits / urban art …. My favourite artist is … because …

In general, I prefer classical art/modern art because in my opinion.

|  |
| --- |
| Breaking down comprehension tasks |
| Take students through the skills box on how to approach comprehension tasks: read the question; identify material in text that you require; manipulate language appropriately and check your answer.  Activity 2b provides immediate practice.  An accompanying worksheet can be found on Kerboodle: **6.2A Strategy worksheet: Breaking down comprehension tasks**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2a Lee el texto y busca frases o palabras que signifiquen lo mismo. |

Reading and vocabulary activity. Students read the text on Diego Velázquez and his work “Las Meninas” and look for synonyms in the text for the words listed 1‒8. There is a ‘Vocabulary’ box to help with comprehension of the text. The painting, for reference, is shown in the top left of the page.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 terminado | 2 secular | 3 cotidiana | 4 cuadro | 5 una ráfaga | 6 en contra | 7 transitorio/a |

|  |
| --- |
| 2b Contesta las siguientes preguntas en español. |

Reading activity. Students answer the questions 1‒6 about Velázquez in Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | Era de Sevilla. |
| 2 | Le gustaba pintar escenas de la vida cotidiana. |
| 3 | Son las criadas que cuidan a la Infanta Margarita. |
| 4 | Porque ocupan una posición central en el lienzo y se puede ver que atienden a la infanta. |
| 5 | Los enanos entretenían a los miembros de la Corte. |
| 6 | La pintura captura un momento transitorio en la vida de estas personas que nos recuerda que la vida es efímera. |

|  |
| --- |
| 2c Traduce al inglés el segunda párrafo del texto. |

Translation activity. Students translate the second paragraph of the text into English.

Suggested answer

|  |  |
| --- | --- |
| There are different interpretations for this picture, *Las Meninas*, but the most logical is that what we see is what the king saw whilst Velázquez was painting his portrait. The king is observing what is going on from the same viewpoint as we are. He sees his reflection in the mirror, by the side of his wife, the queen; he sees his daughter, Princes Margarita, in the centre of the picture, lit by a shaft of light in a room which otherwise is quite dark; accompanied by her ladies in waiting (*las meninas*), she has come to see her father while Velázquez is painting his portrait; the king sees his dwarves whose role it is to entertain him; he sees his painter with his brush (and in this self-portrait by Velázquez we see that he is an important man because he is wearing the cross of St James). It is a painting that captures one moment in the life of all these people, a transitory moment whose message, if you are looking for a symbolic meaning, could be interpreted as a representation of the transitory nature of life.   |  | | --- | | 2d Utiliza el texto para traducir estas frases al español. | |

Translation activity. Students use the text to translate sentences 1‒5 into Spanish.

Answers

|  |  |
| --- | --- |
| 1 | En el Museo del Prado hay muchas pinturas de fama universal. |
| 2 | Velázquez era el pintor favorito de la Corte del Rey Felipe IV. |
| 3 | El personaje central en ″Las Meninas″ de Velázquez es la hija del rey. |
| 4 | Una interpretación de esta pintura es que la vemos a través de los ojos del rey. |
| 5 | Es sorprendente que Velázquez haya incluido un autorretrato en “Las Meninas”. |



An accompanying self-marking interactive activity can be found on Kerboodle: **6.2A Reading activity: El Greco**.

|  |
| --- |
| Demonstrative adjectives |
| Take students through the grammar box on the forms of demonstrative adjectives in Spanish and how to use them.  Further details with examples can be found in the ‘Grammar’ section of the Student Book (page 145).  Activity 3 on this spread provides practice.  For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **6.2A Grammar worksheet: Demonstrative adjectives and pronouns** and **6.2A Grammar activity: Demonstrative adjectives and pronouns**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Completa las frases con el adjetivo demostrativo más apropiado. |

Grammar activity. Students complete the sentences 1‒4 with the most appropriate demonstrative adjective.

Answers

|  |  |
| --- | --- |
| 1 | este; aquella |
| 2 | este |
| 3 | aquellos |
| 4 | este; este/ese/aquel |

|  |
| --- |
| 4 Escucha el reportaje sobre el arte en Latinoamérica y contesta las preguntas. |

Listening activity. Students listen to the report on art in Latin America and answer the questions. The report has three parts. A transcript of the recording can be found on Kerboodle in the folder for 6.2.

In response students could say:

1 Latin America is made up of many countries with a variety of climates, geographies and distinct cultural heritages.

2 Mexico

3 1957

4 He was a communist and atheist

5 In New York (Rockefeller Center)

6 She painted in the naïve style and painted many self portraits

7 1932 Colombia

8 Fat

9 1948 Argentina

10 They are very big ‒ huge.

An accompanying worksheet can be found on Kerboodle: **6.2A Listening and translation worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 5 Elige el artista español o latinoamericano que más te guste. Busca información sobre esta persona y escribe un reportaje de 200 palabras sobre su obra, explicando por qué te gusta. |

Research and writing activity. Students choose the Spanish or Latin American artist whom they like most. They search for information on him/her and write a report of 200 words on his/her work and explain why they like it.

It might be helpful to provide students with a list of artists and websites to narrow their options, if the subject is not familiar to them. For example:

Velázquez:

http://www.bbc.co.uk/arts/yourpaintings/artists/diego-velazquez/paintings/slideshow#/2

Goya:

http://www.bbc.co.uk/arts/yourpaintings/artists/francisco-de-goya

Joan Miró

Search Joan Miró paintings on google images

Frida Kahlo

http://www.frida-kahlo-foundation.org/

Diego Rivera

http://www.diegorivera.org/diego-rivera-paintings.jsp

Joaquin Sorolla (arguably Spain’s only Impressionist)

http://www.bbc.co.uk/arts/yourpaintings/artists/joaquin-sorolla-y-bastida

A report might be along these lines (but expanded):

My favourite artist is Diego Velázquez.

He was born in Seville in 1599 and after studying art under a Sevillan artist who was called Francisco Pacheco he went to Madrid where his talent was recognized by the king, who appointed him official painter to the court …

My favourite painting is … (description)

I like it because …

Alternatively you may choose to ask them to give a presentation, which could be illustrated.

6.2 B: Arte y arquitectura

|  |  |
| --- | --- |
| Spread number | 6.2 B (pages 116‒117) |
| Language covered | Discussing Spanish and Latin American artists and the role of architecture in Spain |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Arte y arquitectura |
| Grammar | Possessive adjectives and pronouns |
| Vocabulary | Page 126 |
| Audio files and transcripts | 6.2B Student Book audio: activity 4  6.2B Student Book transcript: activity 4  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.2B Listening activity: El parque Güell  6.2B Listening activity: El parque Güell transcript  6.2B Grammar worksheet: Possessive adjectives and pronouns  6.2B Grammar activity: Possessive adjectives and pronouns  6.2B Reading and writing worksheet  6.2B Speaking worksheet  Unit 6 Worksheet answers |

|  |
| --- |
| 1 Discutid en grupo sobre la arquitectura en general. ¿Hasta qué punto estáis de acuerdo con estas frases? |

Speaking activity. Students discuss in a group the topic of architecture in general. There are some prompts for the discussion in the Student Book.

They could mention:

It is true that good architecture is a form of art which contributes to a sense of well-being. For example compare a city the architecture of which is beautiful with one where it is ugly. In which of the two would you feel better?

There are some buildings which are very beautiful, for example. And there are others which are not necessarily beautiful but which are good examples of interesting architecture which enriches life ‒ for example …

I would affirm that to live or work in a pleasant building inspires us ‒ for example, if you live in a modern house with lots of light and space, you are going to feel comfortable and peaceful. If you study in a school that was designed with care and with all the necessary installations, you are going to feel better and study more.

|  |
| --- |
| 2a Lee el texto y decide si las frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the text on Antoní Gaudi. There is a ‘Vocabulary’ box to help them with general comprehension. Then they identify whether the statements 1‒7 are true (V), false (F), or not mentioned (N).

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 F | 2 V | 3 N | 4 V | 5 V | 6 N | 7 F |

|  |
| --- |
| 2b Escribe un resumen de unas 70 palabras del texto sobre Antoní Gaudí. |

Writing activity. Students write a summary of the text on Antoní Gaudí (about 70 words), following the points for inclusion.

Student could mention:

Active: first two decades of 20th century (died in 1926); modernist architect. Modernism Spanish equivalent of Art Nouveau.

Originally influenced by Gothic and Mudejar styles but then predominant influence was nature with its undulating (organic) forms.

Died before Sagrada Familia was completed. Most famous work. World class. Work on this continues under various architects. Due to be finished 2026. Other examples of his work are Casa Milá famous rooftop; Casa Batlló: beautiful façade. Parque Guell: ceramic sculptures and walls.

|  |
| --- |
| 3 Traduce las frases al español. |

Translation activity. Students translate the sentences 1‒6 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | Los ejemplos maravillosos de la arquitectura construida por los moros en Andalucía son testamento a su alto nivel de cultura. |
| 2 | La mezquita en Córdoba es una de las más antiguas del mundo. |
| 3 | Sus arcos y columnas en el interior se parecen a un bosque en el que es fácil perderse. |
| 4 | Hay los que no están de acuerdo que la Sagrada Familia sea una de las joyas de la arquitectura española. |
| 5 | Entre sus edificios en Barcelona Gaudí es conocido por la hermosa Casa Batlló y la Pedrera cutas chimeneas son fantásticas. |
| 6 | Con sus esculturas cerámicas vivas y sus formas orgánicas, el Parque Güell es un sitio emocionante para visitar. |

|  |
| --- |
| Possessive adjectives and pronouns |
| Take students through the explanation and examples in the grammar box.  Further details with examples can be found in the ‘Grammar’ section of the Student Book (pages 146-147).  For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **6.2B Grammar worksheet: Possessive adjectives and pronouns** and **6.2B Grammar activity: Possessive adjectives and pronouns**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4 Escucha el reportaje sobre César Manrique y contesta las preguntas. |

Listening activity. Students listen to the report on César Manrique and answer the questions 1‒6. A transcript of the recording can be found on Kerboodle in the folder for 6.2.

Suggested answers

|  |  |
| --- | --- |
| 1 | en Lanzarote en 1919 |
| 2 | convertir su isla natal en uno de los lugares más hermosos del planeta / mostrar la belleza de Lanzarote al mundo |
| 3 | ecologista y conservador de monumentos |
| 4 | arte y pintura |
| 5 | los años 60 |
| 6 | materiales tradicionales/naturales |
| 7 | un espacio natural con cinco burbujas volcánicas |
| 8 | Tenerife |
| 9 | Un centro de ocio |
| 10 | En 1992 tras un accidente de tráfico |



An accompanying self-marking activity can be found on Kerboodle: **6.2B Listening activity: El parque Güell**. A transcript is also provided.

|  |
| --- |
| 5 Después de escuchar sobre César Manrique, mira las dos fotos y busca por Internet otras fotos de sus obras. Después comparte con tus compañeros tus opiniones sobre los siguientes puntos. |

Speaking activity. After listening to the report on César Manrique, students look at the two photos to the right of the activity and search the Internet for more images of his work before discussing in pairs or as a group their opinions of his work. Specific questions in the Student Book guide the discussion. There is ‘Key expressions’ box to help with fluency. Students can also look at the transcript for activity 4 to read in detail the description of Manrique’s work.

Students could mention:

• His buildings are all low-rise in keeping with the architecture of the island; his use of white paint is typical; his use of materials is typical; he uses typical planting; water features

• He uses volcanic rock and lava, and when he uses concrete he creates shapes to resemble the natural forms of the volcanic rock. Water also plays a significant role.

• Opinions will vary. It’s certainly appealing but not to everyone’s taste, and not really one of the most beautiful places on earth compared with…….?!

• Again opinions will vary. It can be done – and certainly has been done with great success in renovations all over Europe. For example, in Tarragona in Cataluña some of the impressive Roman remains have been linked in with ultra-modern architecture; in the UK there have been many very successful restoration projects in churches and cathedrals where the old and brand new sit together in perfect harmony. If it isn’t done well, however, it can be a failure.

• The most obvious analogies are with Pablo Picasso and Joan Miró.

Two accompanying worksheets can be found on Kerboodle: **6.2B Reading and writing worksheet** and **6.2B Speaking worksheet**. Answers to worksheets can be found in the Teacher Support folder.

6.3 A: El patrimonio musical y su diversidad

|  |  |
| --- | --- |
| Spread number | 6.3 A (pages 118‒119) |
| Language covered | Understanding the diversity of Spanish music and dance |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | El patrimonio musical y su diversidad |
| Grammar | Imperatives |
| Vocabulary | Page 127 |
| Audio files and transcripts | 6.3A Student Book audio: activity 2  6.3A Student Book transcript: activity 2  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.3A Mixed skills worksheet  Unit 6 Worksheet answers |

|  |
| --- |
| 1 ¿Reconoces algunos de estos nombres? Empareja las dos partes de cada frase y luego tradúcelas al inglés. |

Reading and translation activity. Students match the two halves of the sentences, matching subjects of the sentences 1‒6 with the facts predicated in a‒f. They translate the complete sentences into English. This introduces some information about Hispanic musicians of different genres.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 c | 2 a | 3 b | 4 f | 5 d | 6 e |

|  |  |
| --- | --- |
| 1 | Isaac Albéniz and Enrique Granados were two classical composers who were born in the 19th century and died in the 20th. |
| 2 | María de Montserrat Caballé is a Spanish soprano singer. |
| 3 | Violeta Parra was a Chilean singer, composer and social activist who mixed elements of folk music in her lyrics with criticism of society. |
| 4 | Joan Manuel Serrat is a Spanish singer, composer, poet and musician whose works are influenced by other poets such as Antonio Machado, Miguel Hernández, Rafael Alberti and Federico Garcia Lorca. |
| 5 | José Plácido Domingo is a Spanish tenor, orchestra director, producer and composer who formed part of the Three Tenors with the Italian Luciano Pavarotti and his compatriot José Carreras. |
| 6 | Orishas was a Cuban hip hop group with international fame who music contributed to establishing an afro-cuban identity. |

|  |
| --- |
| 2 Escucha esta información sobre el compositor Joaquín Rodrigo y sus obras. Luego contesta las preguntas. |

Listening activity. Students listen to the report on the composer Joaquín Rodrigo and answer questions 1‒9. A transcript of the recording can be found on Kerboodle in the folder for 6.3.

Answers

|  |  |
| --- | --- |
| 1 | Valencia |
| 2 | 22 noviembre de 1901 |
| 3 | Santa patrona de la música |
| 4 | Fue ciego como consecuencia de la difteria a la edad de 3 años |
| 5 | refinada; optimista |
| 6 | las formas clásicas con que se mezclaban cultos como forma de unión entre la tradición española y el presente |
| 7 | Dos de: (1) conciertos, (2) canciones, (3) obras corales, (4) obras instrumentales, (5) música para cine y escena |
| 8 | Guitarra y orquesta |
| 9 | Dos de los tres: el perfume de los magnolios / el canto de los pájaros / el rumor de las fuentes del parque |

|  |
| --- |
| Imperatives |
| Take students through the grammar box on the formation of the Imperative.  Further details with examples and can be found in the ‘Grammar’ section of the Student Book (pages 157‒158), including details exceptions and the position of pronouns with imperatives.  Activities 3a and 3b on this spread provide practice in forming and using the imperative. |

|  |
| --- |
| 3aTraduce estas frases al español, usando la forma singular *usted* del imperativo. |

Translation activity. Students translate the sentences 1‒5 into Spanish, using the singular *usted* form of the imperative.

Answers

|  |  |
| --- | --- |
| 1 | Si le gusta la música, escuche el Concierto de Aranjuez. |
| 2 | Escúchelo. |
| 3 | Vaya al teatro para ver ″El Sombrero de Tres Picos″. |
| 4 | ¡Visite Cataluña y baile la sardana! |
| 5 | No olvide que el flamenco se origina por una mezcla de culturas. |

|  |
| --- |
| 3b Ahora tradúcelas usando la forma plural *ustedes*. |

Translation and grammar activity. Students now translate the same sentences, using the plural *ustedes* form of the imperative.

|  |  |
| --- | --- |
| 1 | Si les gustan la música, escuchen el Concierto de Aranjuez. |
| 2 | Escúchenlo |
| 3 | Vayan al teatro para ver ″El Sombrero de Tres Picos″. |
| 4 | ¡Visiten Cataluña y bailen la sardana! |
| 5 | No olviden que el flamenco se origina por una mezcla de culturas. |

|  |
| --- |
| 4a Antes de leer este fragmento del poema “Retrato”, empareja la palabra o la frase con su definición. |

Vocabulary activity. Before reading the extract of “Retrato”, a poem by Antonio Machado, students test their ability to understand metaphors and poetic language in Spanish, by matching words and phrases from the poem with their definitions.

Answers

|  |  |
| --- | --- |
| Words /phrases from poem | Definitions |
| un huerto | sitio en el que se cultivan legumbres, verduras y frutas |
| ni un seductor Mañara ni un Bradomín | dos mujeriegos famosos |
| torpe aliño indumentario | ropa no muy elegante o de moda |
| la flecha que me asignó Cupido | me enamoré |
| la nave | un barco |

|  |
| --- |
| 4b Contesta estas preguntas según la información en el poema. |

Reading activity. Students answer questions 1‒4, finding their answers in the poem.

Answers

|  |  |
| --- | --- |
| 1. | Nació en Sevilla y no pasó muchos años allí – sólo su infancia. Luego pasó su juventud en Castilla. |
| 2. | Parece ser una infancia acomodada porque su casa tenía un patio y un huerto. |
| 3. | No le interesaba mucho la ropa porque hable de su “torpe aliño indumentario” y también parece honrado y modesto – no era mujeriego; quiere que su poesía sea su legado. |
| 4. | En la última estrofa habla de su muerte. |

|  |
| --- |
| 5 Contesta las siguientes preguntas, luego discute el tema con un(a) compañero/a o en un grupo. |

Speaking activity. Students prepare answers to three questions about music and then discuss the topic with a partner. There is a ‘Key expressions’ box to provide some essential vocabulary.

Answers

They could say:

For me it’s important because: it helps me relax; it is a good pastime; it connects me with my friends because we have the same taste in music; it motivates me to do other things like going to the gym and studying; it helps me express my feelings.

Learning a musical instrument should be compulsory in schools:

Yes because: it is a good discipline; it is good to give the opportunity to everyone etc.

No because many people would not be interested in that; not everyone has the gift to learn an instrument etc.

Learning to play

Advantages: being a member of a group or orchestra can be a great social activity; it is a very enjoyable pastime.

Disadvantages: You have to practise a lot and that can be boring.



An accompanying worksheet can be found on Kerboodle: **6.3A Mixed skills worksheet**.Answers for worksheets can be found in the Teacher Support folder.

6.3 B: El patrimonio musical y su diversidad

|  |  |
| --- | --- |
| Spread number | 6.3 B (pages 120‒121) |
| Language covered | Understanding the diversity of Spanish music and dance |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | El patrimonio musical y su diversidad |
| Skill | Recognising irregular endings: nouns ending in -*ma* |
| Vocabulary | Page 127 |
| Audio files and transcripts | 6.3B Student Book audio: activity 2  6.3B Student Book transcript: activity 2  Unit 6 Bilingual vocabulary list  Unit 6 Bilingual vocabulary list audio  Unit 6 Key expressions list  Unit 6 Key expressions audio |
|  | 6.3B Strategy worksheet: Recognising irregular endings: nouns ending in *-ma*  6.3B Reading and translation worksheet  6.3B Reading and writing worksheet  Unit 6 Worksheet answers |

|  |
| --- |
| 1a Lee el artículo. ¿Cuál de los bailes regionales mencionadas en el texto es: el más conocido? el que se baila en varias provincias? el que se baila en el noreste del país? |

Reading activity. Students read the article on dance and the world of flamenco. They answer the questions 1‒3.

Answers

|  |  |  |
| --- | --- | --- |
| 1 el Flamenco | 2 la Jota | 3 la Sardana |

|  |
| --- |
| 1b ¿Qué simbolizan los libros sagrados de las distintas religiones que se han colocado en el Museo del Baile Flamenco? |

Reading activity. Students identify from the text what the sacred books of the different religions held in the museum symbolize.

Answers

|  |
| --- |
| Los libros sagrados simbolizan que el flamenco ha evolucionado a través de una mezcla de muchas culturas. |

|  |
| --- |
| 1c Traduce las frases al español. |

Translation activity. Students translate the sentences 1‒5 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | Hay muchos bailes regionales in España pero el más conocido es el flamenco. |
| 2 | Si quieres descubrir más sobre el flamenco, hay mucha información en el Museo de Baile Flamenco en Sevilla. |
| 3 | Es importante recordar que el flamenco se ha desarrollado por una mezcla de muchas culturas. |
| 4 | Una rama de olivo es un símbolo de la paz y por eso hay una en el museo. |
| 5 | Hoy en día el flamenco tiene muchos seguidores por todo el mundo. |

|  |
| --- |
| 1d Escribe un resumen de unas 70 palabras del texto, desde ‘Desde 2010’ hasta ‘una rama de olivo’. |

Writing activity. Students write a summary of the last three paragraphs of the article on dance.

Students could mention:

In 2010 flamenco was nominated as an instance of World Cultural Heritage

Flamenco has its own jargon, some of which has passed into popular parlance.

For music it relies on voice, hands and guitar.

El Museo de Baile Flamenco was founded in Seville by Cristina Hoyos. In its foundations a copy of the sacred scriptures of several religions and an olive branch were placed ‒ symbol of the mixed cultural heritage of flamenco and of peace.



Two accompanying worksheets can be found on Kerboodle: **6.3B Reading and translation worksheet** and **6.3B Reading and writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.

|  |
| --- |
| Recognising irregular endings: nouns ending in -*ma* |
| Take students through the skills box on Spanish nouns ending -*ma.* Most of these nouns are masculine in gender. Students have already met *el clima, el poema, el problema, el programa, el tema.* The meaning of these words is usually evident, it is the gender they must remember.  Activities 2a‒2c and 3 on ‘*El Sistema*’ help reinforce this learning.  An accompanying worksheet can be found on Kerboodle: **6.3B Strategy worksheet: Recognising irregular endings: nouns ending in *-ma***. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2a Escucha la primera parte de este reportaje sobre “El sistema” de Venezuela y decide si estas frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Listening activity. Students listen to the report on ‘*El Sistema*’ in Venezuela and decide whether the statements 1‒5 are true (V), false (F) or not mentioned (N). A recording of the report, which has three parts) can be found on Kerboodle in the folder for 6.3.

Answers

1 F 2 V 3 V 4 F 5 N

|  |
| --- |
| 2b Ahora escucha la segunda parte y rellena los huecos con la palabra adecuada. |

Listening activity. Students listen to the second part of the recording and fill in the gaps (1‒10) in the summary with the appropriate word from the recording.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 desventajas | 2 aprendizaje | 3 luminoso | 4 asegura | 5 orgullo |
| 6 barrio | 7 despierta | 8 ocultas | 9 800 | 10 500.000 |

|  |
| --- |
| 2c Tras escuchar le tercera parte, contesta las preguntas siguientes en frases completas. |

Listening activity. After listening to the third part of the recording, students answer the questions 1‒3 in complete sentences.

Suggested answers

|  |  |
| --- | --- |
| 1 | Los niños desarrollan una concepción estética y empiezan a apreciar la belleza en todo. |
| 2 | Han viajado a Europa y a las Américas. |
| 3 | Otros países han sido inspirados y han instalado sus propios proyectos. |

|  |
| --- |
| 3 Escribe unas 150 palabras sobre el siguiente tema. Primero estudia las tres fotos sacadas en Venezuela. |

Writing activity. Students write about 150 words on ‘*El Sistema* in Venezuela’, using the photos and bulleted points as prompts. There is a ‘Key expressions’ box to provide relevant vocabulary.

They could mention:

The first photo illustrates the precarious living conditions that the people on the margins of society in Venezuela have to endure. The second shows how learning to play a musical instrument and succeeding can raise self-esteem. The third shows a youth orchestra whose members have all had this opportunity.

Can learning a musical instrument change a child’s life? Yes, I think it can, because El Sistema shows that it can as do similar projects in other countries.

Can playing in an orchestra change lives? Yes I think so, if you are a member of an orchestra you learn much about life, such as working as part of a team, responsibility; everyone is a part of the whole and everyone relies on each other; it increases self-esteem.

Repaso ¡Demuestra los que has aprendido!

This page provides activities for revising the language, grammar and vocabulary related to ‘*El Patrimonio Cultural*’

|  |
| --- |
| 1 Lee las palabras que pertenecen a este tema y emparéjalas con su equivalente en inglés. |

Students match the Spanish words 1‒16, which they have learnt in the unit, and match each one with its English equivalent from the list a‒p.

Answers

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 g | 2 m | 3 l | 4 n | 5 h | 6 j | 7 c | 8 i | 9 k | 10 d | 11 a | 12 p | 13 o | 14 e | 15 f | 16 b |

|  |
| --- |
| 2 Completa las siguientes frases escogiendo la palabra aproiada de la lista. ¡Cuidado! Sobran palabras. |

Students read the sentences 1‒7, which relate to material from unit 6.1 and choose the appropriate word from the box to fill the gaps. There are more words than gaps.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 estructura | 2 yacimientos | 3 casi | 4 una | 5 por | 6 sistemas | 7 canales |

|  |
| --- |
| 3 Empareja cada persona o lugar con su descripción. |

Revising material from unit 6.2, students match each person/place in the list 1‒7 with its description from the list a‒g.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 c | 2 e | 3 a | 4 b | 5 g | 6 f | 7 d |
|  |  |  |  |  |  |  |

|  |
| --- |
| 4 Analiza y traduce al inglés las frases siguientes. Pion especial atención en las palabras subrayadas. |

Revising material from unit 6.3, students analyse the sentences 1‒4 and translate them into English, paying special attention to the words underlined.

Answers

1 This dance, known as Flamenco, is linked to the gypsy people and is danced throughout Andalusia/Andalucia.

2 Come to the concert of these two composers! Don’t arrive/be late! (formal use of the Imperative)

3 Go to the San Isidro celebrations this year and dance a *chotis* whilst you are there!

4 These participants must hold each other’s hands as they [literally, ‘and’] dance the Sardana every year during the celebrations of the Day of Catalunya/Catalonia.



A self-marking interactive activity to accompany this page can be found on Kerboodle (in the Assessment tab): Unit 6 Test yourself.

Repaso ¡Haz la prueba!

These pages include a mixture of exam-style activities related to ‘El patrimonio cultural’.

|  |  |
| --- | --- |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | El patrimonio cultural |
| Total score | 76 (excluding free writing and speaking activities) |
| Strategies | Answering comprehension questions |
| Audio files and transcripts | Unit 6 Repaso, ¡Haz la prueba! Student Book audio: activity 3  Unit 6 Repaso, ¡Haz la prueba!Student Book transcript: activity 3 |
|  | Unit 6 Discussion 1  Unit 6 Discussion 1 transcript  Unit 6 Discussion 2  Unit 6 Discussion 2 transcript  Unit 6 Listening and writing assessment worksheet  Unit 6 Listening and writing assessment audio  Unit 6 Listening and writing assessment transcript  Unit 6 Reading and writing assessment worksheet  Unit 6 Speaking assessment worksheet  Unit 6 Translation assessment worksheet  The above assessment activities can be found on the Assessment tab. Answers to worksheets are provided in the Teacher Support folder. |

|  |
| --- |
| 1a Lee le texto y busca los sinónimos. |

Reading and vocabulary activity. Students read the text on Salvador Dalí and match the words 1‒6 with their synonyms in the text.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 despreciado | 2 sin lugar a dudas | 3 impactantes | 4 infancia | 5 muerte | 6 marcar |

[6 marks]

|  |
| --- |
| 1b Lee otra vez el texto y decide si las frases siguientes son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the text again and decide whether the statements 1‒7 are true (V), False (F) or nor mentioned (N).

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 N | 3 F | 4 V | 5 V | 6 N | 7 F |

[7 marks]

|  |
| --- |
| 2 Completa el texto escogiendo la palabra apropiada de la lista. |

Reading activity. Students read the passage on the tango and fill in the gaps 1‒10 with the appropriate words from the box below.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 raíces | 2 sensual | 3 abrazada | 4 pasos | 5 letras |
| 6 expresar | 7 sienten | 8 se convirtió | 9 perder | 10 declaró |

[10 marks]

|  |
| --- |
| Answering comprehension questions |
| Students can assess questions to help focus their attention by noting what the question is asking (the interrogatives used) and how much information is expected, as revealed by the marks allocated.  Activity 3a in this Repaso spread provides an opportunity to practise these skills. |
|  |
| 3a Escucha este informe sobre “El Guernica”,un cuadro de Pablo Picasso. Responde a las preguntas en español con la información necesaria, de forma breve y concisa. No es necesario hacer frases completas para todas las respuestas. | | |

Listening activity. Students listen to the report on Picasso’s painting *El Guernica*. They answer the questions in Spanish, giving the required information briefly and concisely.

A transcript of the recording can be found on Kerboodle in the folder for 6: Repaso.

Answers

|  |
| --- |
| 1 1937 |
| 2 El sufrimiento que la guerra produce en los seres humanos |
| 3 Gran tamaño y tres colores: blanco, negro y gris |
| 4 Seis seres humanos (entre ellos un guerrero y una madre en agonía por la muerte de su hijo), y un toro y un caballo |
| 5 Muere/Murió Franco |
| 6 Cuando el país fuera una democracia otra vez. |

[9 marks]

|  |
| --- |
| 3b Escucha otra vez y selecciona las cuatro frases correctas según lo que has oído. |

Listening activity. Students read the text a second time and select from the statements 1‒8 the four that are correct.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 3 | 5 | 6 | 8 |

[4 marks]

|  |
| --- |
| 4 Practica la gramática que has aprendido. Traduce estas frases al español. |

Translation activity. Students practise the grammar that they have learnt in Unit 6 by translating sentences 1‒6 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | 1 Muéstreme/Muéstrame las diferencias entre los bailes regionales de España. |
| 2 | 2 Me sorprende que nunca hayas/haya visto ″El Guernica″. Está en una exposición permanente en el Museo Reina Sofía en Madrid. |
| 3 | 3 ¡Dígame/Dime la verdad! ¿Le/Te gusta bailar flamenco y sevillanas o prefiere/prefieres tocar las castañuelas? |
| 4 | 4 No creo que entiendas/entienda la calidad de esta obra maestra. Es el trabajo de un genio. |
| 5 | 5 No se olvide/te olvides de que no puede/puedes visitar el palacio y el alcázar los domingos. |
| 6 | 6 El gobierno quiere que los ayuntamientos cuiden de nuestro patrimonio nacional. Los colegios también deben promover nuestro arte, música y arquitectura. |

[18 marks]

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| 5 Lee el texto, luego escribe un resumen usando un máximo de 70 palabras. Responde con frases completas. |

Reading and writing activity. Students read the text on Islamic heritage. There is a ‘Vocabulary’ box to help with general comprehension of the text. Then they write a summary (maximum of 70 words). They should write full sentences. They are required to include: the artistic significance of the *Mezquita* in Córdoba [2 marks]; the style and materials of its interior [2 marks]; what happened in the 16th century [3 marks].

Five further marks are awarded for the standard of their written Spanish. They should use their own words as far as possible.

[12 marks]

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| 6 Traduce al inglés este extracto sobre la Isla de Pascua, una isla de Chile, que se llama *Rapa Nui* en la lengua indígena |

Translation activity. Students translate the passage about Easter Island, Chile, in to English.

Suggested answer

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| On Easter Island, in Chile, every February they celebrate the *Tapati*, the main festival on the island, and it lasts two weeks. There is a series of ancestral ceremonies such as an ancestral painting competition or the descent of some young people/men down a hill on tree trunks at great speed. There are typical dances from the island and they also choose the queen of the island, who is crowned on the first full moon of the month. Easter Island is a place protected by UNESCO, given that it has been a Word Heritage Site since 1995. |

[10 marks]

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| 7 ¿Merece la pena cuidar del patrimonio cultural? |

Speaking activity. Students discuss the issue of whether it is worthwhile to preserve cultural heritage.

They are given three points to focus on: some people do not respect historic sites; should tourists have access to such sites; what about sites that are linked to violence or oppression and recall unhappy or divisive memories. should they be conserved?

This activity is designed to offer preparation for the AS and A Level oral exam. To reflect the marks available for each stimulus card discussion in the exam, the teacher might mark this task out of 30, evaluating students on fluency and conversation skills, quality of language, interpretation of the stimulus material and knowledge and understanding of the subtheme.